



CHAIRMAN OF THE JOINT CHIEFS OF STAFF INSTRUCTION

Directive current as of 10 October 2008

J-7

DISTRIBUTION: A, B, C, J, S

CJCSI 1805.01

28 October 2005

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

References: Enclosure F

1. Purpose. This instruction circulates the policies, procedures, objectives, and responsibilities for enlisted professional military education (EPME) and enlisted joint professional military education (EJPME).
2. Cancellation. None.
3. Applicability. This instruction applies to the Joint Staff, the National Defense University (NDU), and the Military Services. It is distributed to other agencies for information only.
4. Policy
 - a. Protecting our Nation, preventing future conflicts, and prevailing against adversaries require that the US Armed Forces sustain and extend their qualitative advantage against a very diverse set of threats and adversary capabilities. Maintaining our qualitative advantage begins with improving education programs across the Services.
 - b. Our overarching goal is to educate and train the right person for the right task at the right time. We can not wait until an individual is placed into a leadership position before providing the proper education and training. This is especially true today; the War on Terrorism requires noncommissioned officers from all Services to work in the joint environment more often than they have before. It is imperative that we expand "jointness" to all appropriate levels in our Armed Forces.

5. Definitions. See Glossary.

6. Responsibilities

a. Per reference a, the Chairman is responsible for formulating policies for coordinating the military education and training of members of the armed forces.

b. Enclosure A outlines the policies and procedures necessary to fulfill CJCS PME vision and responsibilities for the enlisted force. Enclosures B through D address specific EPME policies and provide guidance to Service Chiefs on joint emphasis areas, which consist of joint learning areas (JLAs) and joint learning objectives (JLOs) that should be included in Service EPME programs. Enclosure E outlines JLAs and JLOs that define the EJPME program. Enclosure F is a list of references pertaining to this instruction.

7. Summary of Changes. N/A

8. Releasability. This instruction is approved for public release; distribution is unlimited. DOD components (to include the combatant commands), other federal agencies, and the public may obtain copies of this instruction through the Internet from the CJCS Directives Home Page--http://www.dtic.mil/cjcs_directives. Copies are also available through the Government Printing Office on the Joint Electronic Library CD-ROM.

9. Effective Date. This instruction is effective for planning and programming upon receipt.

A handwritten signature in black ink, appearing to read 'P. Pace', is centered above the printed name.

PETER PACE
General, United States Marine Corps
Chairman
of the Joint Chiefs of Staff

Enclosure(s):

- A - Enlisted Professional Military Education Policy
- B - Policies for Enlisted Joint Professional Military Education
Programs
- C - EPME Review Process
- D - Responsibilities
- E - Enlisted Joint Professional Military Education
- F - References
- GL - Glossary

(INTENTIONALLY BLANK)

DISTRIBUTION

Distribution A, B, C, and J plus the following:

	<u>Copies</u>
Commandant, US Coast Guard	2
Assistant Secretary of Defense (Force Management Policy)	2
Assistant Secretary of Defense (Reserve Affairs)	2
Commander, US Forces Korea	2
Director, Joint Theater Air and Missile Defense Organization.....	2
Director, Joint Staff.....	2
Deputy Director, Joint Staff, for Military Education	1
Director of Management, Joint Staff.....	1
Senior Executive Steering Committee	
Sergeant Major of the Army	1
Master Chief Petty Officer of the Navy	1
Chief Master Sergeant of the Air Force.....	1
Sergeant Major of the Marine Corps.....	1
Master Chief Petty Officer of the Coast Guard.....	1
Command Sergeant Major, US Joint Forces Command	1
Senior Enlisted Advisor to the Chairman	1
Commanding General, US Army Training and Doctrine Command.....	2
Chief, National Guard Bureau.....	2
Chief, Army Reserve.....	2
Deputy Chief of Naval Operations (Information, Plans, and Strategy)	2
Deputy Chief of Naval Operations (Manpower, Personnel, Training, and Education).....	2
Commander, Naval Education and Training Command.....	2
Director, Naval Reserve.....	2
Chief, Air Force Reserve.....	2
Deputy Chief of Staff for Manpower and Reserve Affairs.....	2
Commander, Air Education and Training Command.....	2
Commanding General, Marine Corps Combat Development Command....	2
Commander, Air University.....	2
Commandant, Army War College.....	2
President, Naval War College.....	2
President, Marine Corps University.....	2
Director, Marine Corps College of Continuing Education.....	2
President, National Defense University.....	2
Commandant, Joint Forces Staff College.....	2
Commander, Air Force College of Enlisted Professional Military Education.....	2

(INTENTIONALLY BLANK)

TABLE OF CONTENTS

PART	Page
ENCLOSURE A - ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY	A-1
Overview	A-1
Scope	A-1
Intent	A-2
Capstone Concept for Joint Operations (CCJO)	A-3
Appendix A – Enlisted Professional Military Educational Continuum	A-A-1
ENCLOSURE B – POLICIES FOR ENLISTED PROFESSIONAL MILITARY EDUCATION PROGRAMS	B-1
General	B-1
Curricula	B-1
Delivery Methods	B-1
Incorporating EJPME in EPME Programs	B-1
Instructor Exchange Programs	B-1
ENCLOSURE C – EJPME REVIEW PROCESS	C-1
Overview	C-1
Feedback Mechanisms	C-1
Update Mechanisms	C-3
EJPME Assessments	C-3
Conclusion	C-3
Appendix A – Triennial Report on Basic and Career EJPME.	C-A-1
ENCLOSURE D – RESPONSIBILITIES	D-1
Overview	D-1
General	D-1
Chairman of the Joint Chiefs of Staff	D-1
Service Chiefs	D-2
Service Senior Enlisted Leaders (SSELs)	D-2
Director for Operational Plans and Joint Force Development, Joint Staff (DJ-7)	D-2

PART Page

Deputy Director, Joint Staff, for Military Education (DDJS-ME)	D-2
USJFCOM/J-7	D-2
President, NDU	D-3

ENCLOSURE E – ENLISTED JOINT PROFESSIONAL MILITARY
EDUCATION..... E-1

General	E-1
Common Educational Standards	E-1
Levels of Learning Achievement	E-1

Appendix A – Learning Objective Verbs	E-A-1
Appendix B – Basic EJPME Learning Areas and Objectives	E-B-1
Appendix C – Career EJPME Learning Areas and Objectives	E-C-1
Appendix D – Senior EJPME Learning Areas and Objectives.....	E-D-1

ENCLOSURE F – REFERENCES F-1

GLOSSARY

Abbreviations and Acronyms	GL-1
Definitions.....	GL-3

ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION POLICY

1. Overview. The Enlisted Professional Military Education Policy (EPMEP) defines CJCS objectives and policies regarding the educational and training institutions that comprise the EPME and EJPME programs. The EPMEP provides guidance to military education and training institutions regarding JLAs and JLOs that should be included into EPME curricula in order to achieve the goal of expanding “jointness” to all appropriate levels of the US Armed Forces.

a. The Services provide EPME to members of the US Armed Forces. Relevant JPME learning objectives sponsored by the Joint Staff/J-7 and NDU have been developed to support JPME for enlisted personnel.

(1) Each Service operates its EPME system to develop personnel with knowledge, skills, abilities, and attributes appropriate to their grade and military occupational specialty. Veined throughout Service-specific PME, enlisted personnel should receive different levels of JPME from initial enlistment (E-1) through the most senior enlisted grade (E-9).

(2) The expansion of the joint operating environment to all levels of war necessitates the expansion of JPME to enlisted personnel. While not mandated by law (as is the case for officers), this policy is a recognition that operating in joint, interagency, multinational, and coalition warfighting organizations and staffs requires that joint learning objectives must be made available to all enlisted personnel. Service Chiefs should incorporate joint focus areas into Service curriculums where appropriate.

b. All enlisted personnel should make a continuing, strong personal commitment to their professional development beyond the formal schooling offered in our military educational and training system. Accordingly, Service Training and Education Commands should prepare junior Service personnel to accept this responsibility. Senior enlisted (SE) personnel (E-6/7 – E-9) should embrace the greatest responsibility for ensuring continued growth of themselves and others.

2. Scope. This instruction addresses PME and JPME throughout the entire enlisted continuum (E-1 through E-9) for the total force.

NOTE: The following Service dependent grades are inferred when references to SEs and their education continuums are made:

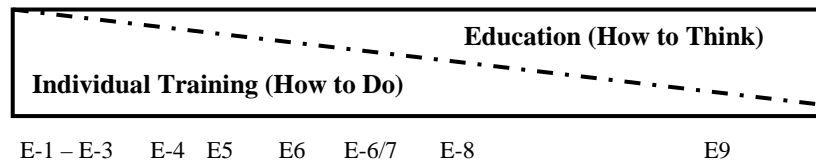
USA, USN, USAF: E-7 - E-9

USMC: E-6 – E-9

3. Intent

a. Professional development is the product of a learning continuum that comprises individual training, experience, education, and self-improvement. The role of PME is to provide the education needed to complement individual training, operational experience, and self-improvement to produce the most technically proficient, professionally competent, and self-confident individual possible. Within our enlisted ranks, the focus of learning opportunities centers on individual training (how to do). As enlisted personnel grow in experience and assume greater responsibilities, individual training is enhanced with professional education (how to think) opportunities.

Service PME



b. In its broadest conception, education conveys general bodies of knowledge and develops habits of mind applicable to a broad spectrum of endeavors. At its highest levels and in its purest form, education fosters breadth of view, diverse perspectives, critical analysis, abstract reasoning, comfort with ambiguity and uncertainty, and innovative thinking, particularly with respect to complex, non-linear problems. This contrasts with training, which focuses on the instruction of personnel to enhance their capacity to perform specific functions and tasks.

c. Training and education are not mutually exclusive. Virtually all military schools and professional development programs include elements of both education and training in their academic programs. Achieving success across the learning continuum relies on close coordination and integration of training and education to develop synergies as personnel develop over time, acquiring and performing progressively more complex and demanding skills and responsibilities as they advance in their careers.

d. Opportunities for substantial professional education are relatively rare -- particularly for the extended in-residence education that produces the learning synergies that only come from daily, face-to-face interaction with fellow students and faculty. Consequently, EPME institutions should strive to provide as pure and high quality an educational experience as feasible.

4. Capstone Concept for Joint Operations (CCJO)

a. The CCJO articulates the overarching concepts, which drive how the joint force will conduct future military operations. The envisioned force will possess attributes that make it fully integrated, expeditionary in nature, networked, decentralized, adaptable, able to achieve decision superiority, and lethal.

b. CCJO recognizes that addressing the future requires that the Armed Forces continually transform to meet an uncertain future and the unfolding challenges of the 21st century. A key transformation consideration is leadership development, which remains the foundation of institutionalized transformation and innovation. Leadership development consists of leadership education, training, and operational assignments that develop skilled and knowledgeable leaders capable of meeting the increasingly complex requirements of joint operations. To meet these requirements, personnel must expand their knowledge of individual, Service, and joint core competencies while broadening their understanding of the uncertain strategic and operational environments. This necessitates that JPME be made available to all enlisted personnel to ensure that future SEs are well versed in both the art and science of joint operations.

(INTENTIONALLY BLANK)

APPENDIX A TO ENCLOSURE A

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

1. Overview. The EPME Continuum (see Annex A to this Appendix) reflects the dynamic system of enlisted career education and individual training. It identifies areas of emphasis that support defined educational levels and provides joint learning objectives guidance for military schools and enlisted leadership academies. It is a comprehensive frame of reference depicting the progressive nature of EPME and EJPME, guiding an enlisted member's individual development over time.

a. The continuum structures the development of Service enlisted personnel by organizing the EPME continuum into five levels of military education: introductory, primary, intermediate, senior, and executive. It also defines the focus of each educational level in terms of the major levels of war: tactical, operational, and strategic. Lastly, it links educational levels to JLAs and complementary JLOs.

b. The continuum recognizes both the distinctiveness and interdependence of Service schools and joint learning areas that should be emphasized during an individual's education and training experiences. Service schools, in keeping with their role of developing Service specialists, primarily and appropriately place emphasis on education and training from a Service perspective. The EPMEP provides guidance regarding JLAs and JLOs that should be included in EPME curriculums to prepare future senior enlisted leaders (SEs) for success in the joint operations environment.

2. EPME and EJPME Relationships

a. EPME enhances the leadership and warfighting capability of enlisted personnel essential to their performance in a joint warfare environment and in joint duty assignments. The initial focus of EPME is military occupational specialty training, which trains and educates personnel. The EPME system should produce:

(1) Trained and ready enlisted personnel capable of performing assigned tasks and responsibilities.

(2) Competent and confident SEs.

b. EJPME is that portion of EPME that expands a member's learning opportunities by embedding a joint context into existing PME, thereby enhancing an individual's ability to operate in a joint environment and to think his or her way through uncertainty. EJPME is a recognition that knowledge of the joint operating environment should occur early in the military education process and be reinforced throughout the enlisted learning continuum.

3. The EPME Continuum

a. EPME Levels. The continuum relates five levels of military education to five significant phases in an enlisted person's career. Delineation of pay grades ("one up, one down") associated with the five educational levels is Service dependent. For example, pay grade E-6 may fall into the intermediate level versus the primary level for a specific Service as depicted below. Following are the five phases and the typically associated pay grades:

(1) Introductory. Individual military training and education received at Service initial entry training sites and basic skill development schools, typically in pay grades E-1 through E-3.

(2) Primary. Individual military training and education typically received in pay grades E-4 through E-6.

(3) Intermediate. Individual military training and education typically received in pay grade E-7 (E-6 for US Marine Corps).

(4) Senior. Individual military training and education typically received in pay grades E-8 and E-9.

(5) Executive. Individual military training and education received as a command SEL (CSEL). CSELs are individuals in the pay grade of E-9 who are serving as the SEL in a general or flag officer (G/FO)-led organization.

b. Levels of War. The continuum also portrays the focus of each educational level in relation to the tactical, operational, and strategic levels of war as outlined in CJCS Manual 3500.04C, "Universal Joint Task List (UJTL)." It recognizes that EPME and EJPME curricula educate across all levels of war.

c. Introductory Education

(1) Institutions and Courses

(a) Service initial entry and military occupational skill (MOS) training sites.

(b) Service basic development schools and courses.

(2) Focus. At the introductory level, learning focuses on individual training. The curricula are oriented toward providing enlistees with a basic grounding in the US defense establishment and their specific Service.

d. Primary Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) PME leadership schools and courses.

(2) Focus. Primary education focuses on preparing junior and mid-grade enlisted personnel to assume a leadership role in their assigned MOS. The curricula are Service-oriented and focus on the tactical level of war and small-unit operations.

e. Intermediate Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) Service intermediate level PME leadership academies and schools.

(2) Focus. This level continues the development of leaders as they elevate to the senior enlisted ranks (E-6 or E-7 depending on the individual Service). The curricula remain Service-oriented and focus on the tactical level of war and mid-sized unit operations and may introduce aspects of the operational level of war.

f. Senior Education

(1) Institutions and Courses

(a) Service MOS, warfare specialty schools and courses.

(b) Service senior level PME leadership academies and schools.

(2) Focus. This level focuses on expanding knowledge by adding the operational level of warfighting, introducing interagency and multinational operations, and addressing leadership at the unit and organizational levels.

g. Executive Education

(1) Instructional Opportunities. Courses, seminars, symposiums, and conferences.

(2) Focus. This level focuses on expanding knowledge of interagency and multinational operations, introducing the strategic level of warfighting, and addressing command SE leadership.

4. EJPME Within the EPME Continuum. Enlisted professional development and progression through the continuum is a Service responsibility. This instruction provides guidance to the Services, enabling them to incorporate relevant EJPME topics into their respective EPME system. The guidance consists of joint focus areas, JLAs, and JLOs that are linked to the five EPME levels. The continuum is designed to progressively develop the knowledge, skills, perspectives, and values essential for enlisted personnel so they may function effectively in joint, interagency, and multinational operations and organizations. Enclosure E and Appendix A to Enclosure E provide common EJPME standards and learning objective verb guidance for institutions so they may incorporate JLAs and JLOs into appropriate EPME programs.

a. EJPME Continuum and Flow. All enlisted personnel should be exposed to EJPME as they progress through their respective Services' EPME system. This exposure is designed to prepare them to succeed in the complex future operating environment by improving their ability to operate effectively as part of the future joint force. Correspondingly, some enlisted personnel require more comprehensive joint education to prepare them for an assignment to a joint billet at the SE/CSEL level.

b. EJPME includes two educational levels that span an enlisted member's career and apply to all enlisted personnel. A third educational level applies to SEs and above who are assigned to joint billets. A brief synopsis of the three EJPME levels follows:

(1) Basic EJPME. The basic EJPME level addresses the progressive educational guidelines that should be completed by pay grade E-6. Appendix B to Enclosure E provides guidance to the Services to integrate JLOs into Service Introductory or Primary EPME programs including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate.

(2) Career EJPME. This level addresses educational guidelines for SE personnel in grades E-6/7 and above. Appendix C to Enclosure E provides guidance to the Services so they may integrate JLOs into Intermediate, Senior, and/or Executive EPME programs, including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate.

(3) Senior EJPME. This level includes two CJCS-sponsored assignment-oriented educational opportunities beginning at the SEL level:

(a) Senior EJPME Course. A stand-alone Web-based course that educates SEs serving in or slated to serve in joint organizations (See Enclosure E, Appendix D, Annex A).

(b) CSEL KEYSTONE Course. Prepares CSELs for service in a flag officer joint headquarters and parallels the G/FO CAPSTONE Course (See Enclosure E, Appendix D, Annex B).

c. EJPME Emphasis and Learning Objectives. Detailed JLOs are available at Enclosure E. A brief synopsis follows:

(1) Basic EJPME. Provides an introduction to respective Services and develops a knowledge of the basic US defense structure, roles, and missions of other Services and the combatant command structure.

(2) Career EJPME. Builds upon the knowledge provided in Basic EJPME, adds JLAs that introduce Joint Operations Concepts, and provides a more comprehensive national strategic overview.

(3) Senior EJPME Course. Prepares SEs assigned to joint organizations to successfully support activities and supervise multiple Service members.

(4) CSEL KEYSTONE Course. Enables CSELs serving in a G/FO joint organization to think in an intuitively joint manner. JLA's include national military capabilities, joint doctrine, Service, joint, interagency, and multinational capabilities as well as defense acquisition and resourcing.

ENLISTED PROFESSIONAL MILITARY EDUCATION CONTINUUM

ENLISTED MILITARY EDUCATION CONTINUUM					
GRADES	E-1 TO E-3	E-4 TO E-6	E-6/7	E-8 TO E-9	E-9
EDUCATION LEVEL	INTRODUCTORY	PRIMARY	INTERMEDIATE	SENIOR	EXECUTIVE
EDUCATIONAL INSTITUTIONS COURSE AND OPPORTUNITIES	-Service Initial Entry Training -Basic Development Schools and Courses -Basic EJPME	-PME Academies, Schools and Courses -Basic EJPME	-PME Academies, Schools and Courses -Senior EJPME Course -Career EJPME	-PME Academies, Schools, Courses, Seminars, and Symposiums, and Conferences -Senior EJPME Course -Career EJPME	-Courses, Seminars, Symposiums, and Conferences -CSEL KEYSTONE
LEVELS OF WAR EMPHASIZED	<div> <div>↑</div> <div>STRATEGIC</div> <div>↑</div> <div>OPERATIONAL</div> <div>↑</div> <div>TACTICAL</div> </div>				
FOCUS OF MILITARY EDUCATION AND PROFESSIONAL DEVELOPMENT PROGRAMS	-Establish Tactical Warfare Skills -Service-Specific Competencies -Followership and Fundamentals of Leadership	-Expand Tactical Warfare Skills -Leadership and Management Skills in Service and MOS -Small Team/Unit Leadership	-Advance Tactical Warfare Skills -Introduce Operational Level of War -Unit/Organizational Leadership -Advanced Leadership and Management Skills in Service and MOS	-Expand Operational Level of Warfare -Introduction to Interagency and Multinational Operations -Organizational & Command SEL	-Expand Interagency and Multinational Operations -Introduction to Strategic Theater Level of Warfare -CSEL
JOINT EMPHASIS AREAS	<div> <div> Basic EJPME -National Military Capabilities -Armed Forces Overview </div> <div> Senior EJPME Course -National Military Capabilities and Organization -Armed Forces Overview -Foundations of Joint Operations -National Strategic Overview </div> <div> Senior EJPME -National Military Capabilities and Organization -Joint Doctrine -Service, Joint, Interagency, and Multinational Capabilities -Defense Acquisition and Resourcing </div> <div> CSEL KEYSTONE Course -National Military Capabilities and Organization -Joint Doctrine -Service, Joint, Interagency, and Multinational Capabilities -Defense Acquisition and Resourcing </div> <div> Career EJPME -National Military Capabilities and Organization -Armed Forces Overview -Foundations of Joint Operations -National Strategic Overview </div> </div>				

ANNEX A TO APPENDIX A TO ENCLOSURE A

A-A-A-1

Annex A
Appendix A
Enclosure A

(INTENTIONALLY BLANK)

ENCLOSURE B

POLICIES FOR ENLISTED PROFESSIONAL MILITARY EDUCATION
PROGRAMS

1. General. This enclosure outlines policies applicable to EPME programs.
2. Curricula. Basic and Career EJPME curricula are not envisioned as stand-alone courses. The Services should embed the appropriate JLOs and/or JLAs in EPME programs including formal schooling, job aids, promotion guides, and Web-based courses as deemed appropriate. EPME curriculum should include:
 - a. Mission-specific courses appropriate to the Service.
 - b. EJPME conducted within the context of the Service school mission. Enclosure E identifies the JLAs and JLOs for Basic and Career EJPME emphasis areas.
3. Delivery Methods. Services use a mix of resident and non-resident instruction and other tools to educate and train enlisted personnel. The Services may choose methodologies and techniques appropriate to their Service, subject content, and student populations.
4. Incorporating EJPME in EPME Programs. Service schools should meet the EJPME learning objectives IAW this policy. Curricula and related educational products and materials should support learning objectives. The specific methodology and techniques employed to achieve the EJPME learning objectives are left to the discretion of the individual Service.
5. Instructor Exchange Programs. Services are encouraged to seek opportunities that allow instructor exchanges. Ultimately, opportunities such as these will broaden instructor competence in EJPME topics, as well as inculcate a greater sense of jointness.

(INTENTIONALLY BLANK)

ENCLOSURE C

EJPME REVIEW PROCESS

1. Overview. A continual ongoing review of EJPME satisfies CJCS oversight requirements and guarantees the effectiveness of the programs. The process is made up of three components:

- a. Feedback Mechanisms
- b. Update Mechanisms
- c. EJPME Assessments

2. Feedback Mechanisms. Feedback on EPME curricula currency, quality, and validity is available from a variety of sources. These sources include the combined actions of the individual schools, joint education conferences, Enlisted Military Education Review Council (EMERC) meetings, formal feedback systems used by the various PME institutions, and strategic insights from the Senior Executive Steering Committee (SESC).

a. Service Training and Education Commands. Each Service should have a well-defined, vigorous curriculum review program that accommodates near- and long-term changes in the EPME environment. Periodic reviews should be used as a basis to make transformational improvements to EPME programs while concurrently considering changes in doctrine and operational concepts such as the CCJO.

b. Senior Executive Steering Committee. The SESC serves as an executive-level organization comprised of the Sergeant Major of the Army, Sergeant Major of the Marine Corps, Master Chief Petty Officer of the Navy, Chief Master Sergeant of the Air Force, the Senior Enlisted Advisor to the Chairman, and the Command Sergeant Major of USJFCOM. The SESC provides strategic insights to the EMERC. Joint Staff/J-7 will bring the SESC together annually to keep them apprised of enlisted joint education issues and initiatives.

c. Enlisted Military Education Review Council. The EMERC serves as an advisory body to the Deputy Director, Joint Staff, for Military Education (DDJS-ME) on enlisted joint education issues. This advisory body consists of EMERC Principals and a supporting EMERC Working Group. The EMERC addresses key educational issues of interest to the joint education community, promotes cooperation and collaboration

among EMERC member institutions, and coordinates joint education initiatives.

(1) EMERC Principals. The EMERC Principals are the DDJS-ME; the Command Sergeant Major, US Army Training and Doctrine Command; Force Master Chief, Naval Education and Training Command; Command Chief Master Sergeant, Air Education and Training Command; Sergeant Major, US Marine Corps Combat Development Command; Sergeant Major, National Defense University; and Command Sergeant Major, USJFCOM. The EMERC Chairman may invite representatives from combatant commands and other organizations as appropriate.

(2) EMERC Working Group. The EMERC Working Group is comprised of SE representatives of the EMERC Principals. The Working Group is chaired by the Chief, Joint Education Branch, Joint Staff/J-7. Service Chiefs, combatant commanders, and the US Coast Guard are invited to send participants to all EMERC Working Group meetings to provide feedback to improve the educational process. The EMERC Working Group Chair may invite other participants as appropriate. The Working Group performs the following functions:

(a) Support the EMERC Principals' meetings, to include developing the agenda, preparing papers and briefings, and documenting and disseminating meeting results.

(b) Support EMERC-approved initiatives, to include the formulation of subgroups as may be required to implement approved initiatives.

(c) Promote collaboration and cooperation among the Services by serving as a forum to address items of mutual interest.

(3) EMERC Meetings. The DDJS-ME will convene an EMERC meeting at least once annually. The EMERC Working Group will meet at least twice annually, normally prior to any EMERC Principal meeting and on other occasions as may be deemed necessary by the Working Group. The J-7 will publish meeting minutes for all EMERC Principal and Working Group meetings and make distribution to EMERC members and other concerned parties.

(4) EMERC Initiatives. The EMERC Principals may approve and implement initiatives that are within the authority of its members. Actions requiring the concurrence of OSD, the combatant commands, Defense agencies, the Joint Staff, and/or the Services will be formally coordinated with the Services and/or combatant commanders prior to

forwarding to the Director, Joint Staff. The lead Joint Staff element for coordinating such actions is the J-7.

3. Update Mechanisms. The EPME update process involves all levels of the EPME system and the using communities (i.e., Services, combatant commands, and relevant DOD agencies).

a. Policy Review. The DDJS-ME will initiate a thorough review of CJCS PME policies as reflected in this instruction every 5 years. That review will involve the Joint Staff, the Services, combatant commands, EPME institutions, and other affected agencies.

b. Curricula Reviews. Each Service will regularly review its curriculum and initiate revisions as needed to remain current, effective, and in compliance with policy guidance.

4. EJPME Assessments. Periodic assessments of Service EJPME programs ensure that topics remain current and meet the needs of the target audience.

a. Each Service should conduct a triennial assessment of its EJPME programs at the Basic and Career EJPME levels. Services may seek to have their EJPME program validated and approved by the DDJS-ME. The validation process consists of a Service-generated written report that outlines how the Service has incorporated Basic EJPME or Career EJPME learning areas and objectives into its EPME programs. Appendix A to Enclosure C provides the report format.

b. The EMERC Working Group will assess the curricula of the CJCS-sponsored SEL JPME and CSEL KEYSTONE courses. These assessments will ensure that the prescribed joint educational requirements for the courses are being met and remain relevant. The results of these assessments will be used to update the respective courses as appropriate.

5. Conclusion. Periodic reviews, assessments, and revisions of joint educational curricula enhance the education and training of all enlisted personnel. The EPME review process articulates the components necessary to ensure that EPME in general, and EJPME in particular, are current and properly executed.

(INTENTIONALLY BLANK)

APPENDIX A TO ENCLOSURE C

TRIENNIAL REPORT ON BASIC AND CAREER EJPME

1. EPME Level. Basic or Career.
2. Program. Introductory, Primary, Intermediate, Senior, and Executive EPME.
3. Narrative Assessment. Provide an overall assessment of how well the JLOs in Appendix B or C to Enclosure E, EJPME, are being addressed at the EPME level identified in paragraph 1 above.
4. Education Methodology. Provide a brief explanation of the education methodology used in teaching this JLO (e.g., platform instruction, interactive educational technology, research, writing, oral presentations, case studies, seminar discussions, distributive learning, small-group instruction, job aids, promotion guides, etc.).
5. Validation and Feedback Mechanisms. Describe internal and external validation and feedback efforts. Provide an overview of the feedback findings to date, if any. Is feedback sought from graduates and/or supervisors on joint knowledge after graduation? How often is this validation conducted, and how is it evaluated and incorporated into subsequent courses?
6. Areas for Improvement. In the normal course of joint curriculum review and the assessment of student performance, the institution may identify areas for improvement in the joint curriculum. Please identify those findings as well as the proposed corrective action(s) using the format below. Indicate if no areas for improvement have been identified.
 - a. JLO (Per Appendix B or C to Enclosure E, EJPME).
 - b. Finding (Briefly state the noted shortcoming or area for improvement).
 - c. Suggestion (Describe the proposed action to address the finding).
7. Recommendations. Identify any recommended changes in EJPME policy or procedures, with supporting rationale. Indicate if there are no recommendations.

(INTENTIONALLY BLANK)

ENCLOSURE D

RESPONSIBILITIES

1. Overview. This enclosure outlines responsibilities within the US Armed Forces for compliance with prescribed military education policies. Title 10 USC prescribes CJCS authority and responsibilities. Specific duties and responsibilities within the EPME system are pursuant to DOD and Military Department regulations.

2. General. The success of the EPME system is a shared responsibility of the Chairman of the Joint Chiefs of Staff and the Service Chiefs. The success of PME relies on this group to:

- a. Manage unique PME requirements.
- b. Recognize the importance of a framework to integrate military education and individual training.
- c. Ensure appropriate joint emphasis in the education of all enlisted personnel, regardless of billet.
- d. Ensure that proper attention is given to total force requirements relative to PME.
- e. Provide opportunities for joint education for all SEs assigned to a joint billet.

3. Chairman of the Joint Chiefs of Staff. The Chairman is responsible for the following:

- a. Formulating policies for coordinating the military education of members of the US Armed Forces.
- b. Advising and assisting the Secretary of Defense by periodically reviewing how the Services have integrated JPME into their respective PME programs.
- c. Providing primary oversight of the joint educational process.
- d. Serving as the principal military adviser to the Secretary of Defense on PME matters.
- e. On request, periodically and as available, providing Joint Staff action officers from the various directorates as subject matter experts.

They will provide schools with briefings, lectures, and papers to enhance and extend the PME process.

4. Service Chiefs. Each Service Chief is responsible for managing the content, quality, and conduct of the Service's PME programs at all levels within the guidelines of the military educational framework and, where appropriate, implementing policies contained in this document.

5. Service Senior Enlisted Leaders (SSELs). SSELs advise the Service Chiefs on enlisted matters and have a vested interest in the education and training of enlisted personnel. SSELs also serve as members of the SESC.

6. Director for Operational Plans and Joint Force Development, Joint Staff (DJ-7). Through the DDJS-ME, DJ-7 ensures integration of PME with joint training, exercises, and doctrine.

7. Deputy Director, Joint Staff for Military Education. The DDJS-ME is the Vice Director for Operational Plans and Joint Force Development. The DDJS-ME is responsible for the following:

- a. Assisting with policy formulation for coordinating the military education of the US Armed Forces.
- b. Periodically reviewing and recommending JPME revisions.
- c. Coordinating the periodic review of all JPME curricula for the Chairman.
- d. Coordinating for the Joint Staff on reports dealing with military education.

8. USJFCOM/J-7. USJFCOM/J-7 will:

- a. Provide appropriate representatives for participation in the SESC, EMERC, and EMERC Working Group.
- b. Advise the EMERC on education and training transformation initiatives.
- c. Execute CSEL KEYSTONE Joint Operations Module as part of the CSEL KEYSTONE program.
- d. Participate in EJPME Curricula Review.

9. President, NDU. The President, NDU, will:

- a. Execute the CSEL KEYSTONE program not later than 1 February 2006 and execute not less than two iterations per academic year.
- b. Provide subject matter expertise to update and maintain the SE JPME Course.
- c. Provide subject matter expertise regarding the development and maintenance of JLAs and JLOs.
- d. Provide appropriate representatives for the EMERC and EMERC Working Group.
- e. Resource KEYSTONE and Senior EJPME courses in POM submissions.
- f. Conduct periodic curricula review of EJPME for the Chairman of the Joint Chiefs of Staff.

(INTENTIONALLY BLANK)

ENCLOSURE E

ENLISTED JOINT PROFESSIONAL MILITARY EDUCATION

1. General. This enclosure provides common educational standards, taxonomy of desired levels of learning achievement, and joint learning objectives for the three levels of EJPME.
2. Common Educational Standards. The following describes common educational standards for all EPME institutions the Chairman considers essential for satisfactory resident and non-resident programs. Each standard is described primarily in qualitative terms, since no particular organizational pattern or application strategy applies in all settings.
 - a. Standard 1 -- Develop Joint Awareness, Perspective, and Attitudes. EJPME curricula should prepare students to operate in a joint, interagency, and multinational environment and bring a joint perspective to bear while performing in the tactical, operational, and strategic environments.
 - b. Standard 2 -- Assess Student Achievement. Each institution should aggressively assess its students' performance. Educational goals and objectives should be clearly stated and students' performance should be measured against defined institutional standards by appropriate assessment tools to identify whether desired educational outcomes are being achieved.
 - c. Standard 3 -- Assess Program Effectiveness. Institutions should analyze student performance for indicators of program effectiveness. Results of these analyses should be used to refine or develop curricula that continue to meet evolving mission requirements in the context of an ever-changing world. Curricula should be the product of a regular, rigorous, and documented review process.
3. Levels of Learning Achievement. See Appendix A to Enclosure E.

(INTENTIONALLY BLANK)

APPENDIX A TO ENCLOSURE E

LEARNING OBJECTIVE VERBS

Levels of Learning Achievement. Below is a list of descriptive verbs that constitute a useful hierarchy of possible levels of learning. The verbs, listed in increasing levels of achievement, are used to define the EJPME objectives in the following appendices.

Level	Illustrative Level	Definitions
Knowledge	Arrange, define, describe, identify, know, label, list, match, memorize, name, order, outline, recognize, relate, recall, repeat, reproduce, select, state	Remembering previously learned information
Comprehension	Classify, comprehend, convert, define, discuss, distinguish, estimate, explain, express, extend, generalize, give example(s), identify, indicate, infer, locate, paraphrase, predict, recognize, rewrite, report, restate, review, select, summarize, translate	Grasping the meaning of information
Value	Accept, adopt, approve, complete, choose, commit, demonstrate, describe, desire, differentiate, display, endorse, exhibit, explain, express, follow, form, initiate, invite, join, justify, prefer, propose, read, report, sanction, select, share, study, value, work	Internalization and the consistent display of a behavior. The levels of valuing consist of acceptance of a value, preference for a value and commitment (conviction)
Application	Apply, change, choose, compute, demonstrate, discover, dramatize, employ, illustrate, interpret, manipulate, modify, operate, practice, predict, prepare, produce, relate, schedule, show, sketch, solve, use, write	Applying knowledge to actual situations

Analysis	Analyze, appraise, break down, calculate, categorize, classify, compare, contrast, criticize, derive, diagram, differentiate, discriminate, distinguish, examine, experiment, identify, illustrate, infer, interpret, model, outline, point out, question, relate, select, separate, subdivide, test	Breaking down objects or ideas into simpler parts and seeing how the parts relate and are organized
Synthesis	Arrange, assemble, categorize, collect, combine, comply, compose, construct, create, design, develop, devise, explain, formulate, generate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, summarize, synthesize, tell, write	Rearranging component ideas into a new whole
Evaluation	Appraise, argue, assess, attach, choose, compare, conclude, contrast, defend, describe, discriminate, estimate, evaluate, explain, judge, justify, interpret, relate, predict, rate, select, summarize, support, value	Making judgments based on internal evidence or external criteria

APPENDIX B TO ENCLOSURE E

BASIC EJPME LEARNING AREAS AND OBJECTIVES

1. Overview. The Basic EJPME level addresses the progressive educational guidelines that should be completed by pay grade E-6.
2. Focus. Provides introduction to enlisted member's respective Service; develops knowledge of the basic US defense structure, roles, and functions of other Services and the combatant command structure.

3. Learning Areas

- a. LA 1 -- National Military Capabilities and Organization

- (1) Know the origin of and organization for national security and how defense organizations fit into the overall structure.

- (2) Know the unified and combatant commands and their primary functional and geographic area of responsibility.

- (3) Know the organization, role, and functions of the Joint Chiefs of Staff.

- (4) Know the chain of command structure from the President through the Secretary of Defense to the Service headquarters (ADCON) and the unified and combatant commands (COCOM/OPCON).

- (5) Know the primary roles and functions of the Services.

- (6) Know the military roles in homeland defense (HLD) and civil support (CS) missions.

- b. LA 2 – Armed Forces Overview

- (1) Know uniform and rank insignias from all Services.

- (2) Know the general customs and courtesies of the Services.

(INTENTIONALLY BLANK)

APPENDIX C TO ENCLOSURE E

CAREER EJPME LEARNING AREAS AND OBJECTIVES

1. Overview. Career EJPME supports the leadership development for all SEs, typically in grades E-6/7 through E-9.

2. Focus. This emphasis area builds upon the knowledge provided in Basic EJPME; adds JLAs that introduce joint operations; and provides a more comprehensive national strategic overview.

3. Learning Areas

a. LA 1 -- National Military Capabilities and Organization

(1) Know the origin of and organization for national security and comprehend how defense organizations fit into the overall structure.

(2) Know the combatant commands and comprehend their primary functional and geographic area of responsibility.

(3) Comprehend the organization, role, and functions of the Joint Chiefs of Staff.

(4) Comprehend the chain of command structure from the President through the Secretary of Defense to the Service headquarters (ADCON) and the unified/combatant commands (COCOM/OPCON).

(5) Comprehend the primary roles, functions, and capabilities of the Services and how they work together to support unified and combatant commands.

b. LA 2 – Armed Forces Overview

(1) Know the Service's typical command, organization, and formation structures.

(2) Know applicable uniform references for all Services.

(3) Know the general customs and courtesies of the Services and applicable references.

c. LA 3 – Foundations of Joint Operations

- (1) Know fundamentals of joint warfare.
- (2) Know fundamentals of joint, interagency, and multinational operations.
- (3) Know the Joint Operations and Planning Execution System (JOPES) and its linkage to the individual Service deliberate and crisis action planning systems.
- (4) Know fundamentals of information operations.
- (5) Comprehend the military roles in HLD and CS missions.
- (6) Comprehend how the combatant commands are organized to plan and execute joint, interagency, and multinational operations.
- (7) Comprehend joint learning resources (references, doctrine, concepts, etc).
- (8) Apply proper leadership skills necessary to operate successfully in a joint, interagency, and multinational environment.

d. LA 4 -- National Security Overview

- (1) Know the National Security Strategy and its relationship to the National Military Strategy.
- (2) Know the instruments of national power (diplomatic, informational, military, and economic) and how they are used to achieve national goals and objectives.
- (3) Know the National Military Strategy.
- (4) Know the relationships among the strategic, operational, and tactical levels of war.
- (5) Know the Planning, Programming, Budgeting, and Execution System (PPBES) and how it is used to meet national military objectives.

APPENDIX D TO ENCLOSURE E

SENIOR EJPME COURSE LEARNING AREAS AND OBJECTIVES

1. Overview. Senior EJPME provides CJCS-sponsored assignment-oriented educational opportunities for SEs and CSELs serving in, or slated to serve in, joint and combined organizations.
2. Focus. See Annexes A and B.

(INTENTIONALLY BLANK)

ANNEX A TO APPENDIX D TO ENCLOSURE E

SENIOR EJPME COURSE LEARNING AREAS AND OBJECTIVES

1. Overview. Provides CJCS-sponsored, assignment-oriented educational opportunities for SEs serving in, or slated to serve in, joint and combined organizations.
2. Focus. To prepare SEs assigned to joint organizations to successfully support activities and supervise members of multiple Services.
3. Learning Areas
 - a. LA 1 -- National Military Capabilities and Organization.
Comprehend the organization and functions of the primary elements of the national military command structure.
 - b. LA 2 – Armed Forces Overview
 - (1) Comprehend the different Services' standards for uniforms and personal appearance when conducting inspections of enlisted personnel.
 - (2) Comprehend the primary roles, missions, history, and customs and courtesies of the US Armed Forces.
 - (3) Comprehend the enlisted career promotion and PME requirements among the different military Services.
 - (4) Comprehend Senior NCO responsibilities in the performance evaluation of multi-Service enlisted subordinates.
 - (5) Operate a physical fitness program IAW each Service's standards for assigned personnel.
 - (6) Comprehend supervisory responsibilities as they pertain to the administration of military justice for enlisted subordinates from all US Armed Forces.
 - (7) Comprehend a program to motivate organizations with multiple-Service enlisted subordinates to accomplish organizational missions.

c. LA 3 – Foundations of Joint Operations. Comprehend the deliberate and crisis action planning processes used in the JOPES.

d. LA 4 – National Strategic Overview

(1) Comprehend the process of formulating US national security, strategic guidance, and doctrine.

(2) Comprehend the formal processes used within the Department of Defense to integrate strategy, resources, and contingency planning.

ANNEX B TO APPENDIX D TO ENCLOSURE E

CSEL KEYSTONE COURSE JOINT LEARNING AREAS AND OBJECTIVES

1. Overview. This nominative course prepares CSELs for service in a flag officer joint headquarters and complements the G/FO CAPSTONE Course.
2. Focus. The focus of this course is to enable CSELs to think intuitively joint while serving as the CSEL in a G/FO joint organization.
3. Learning Areas
 - a. LA 1 -- National Military Capabilities and Organization
 - (1) Value Service-unique capabilities and limitations, employment, doctrine, and command structures that contribute to joint operations.
 - (2) Know the military roles in combating weapons of mass destruction, HLD, and CS missions.
 - (3) Relate the military role in information operations.
 - b. LA 2 – Joint Doctrine
 - (1) Value the interrelationship between Service doctrine and joint doctrine.
 - (2) Comprehend the process of developing joint doctrine.
 - (3) Comprehend the Unified Command Plan.
 - c. LA 3 – Service, Joint, Interagency, and Multinational Capabilities
 - (1) Value a thoroughly joint perspective and the increased power available to commanders through joint and combined efforts and teamwork.
 - (2) Comprehend Service, joint, interagency, and multinational capabilities and how these capabilities are best integrated to attain national security objectives.

(3) Understand the relationship between the military and cabinet level departments, Congress, the National Security Council, DOD agencies, and the public.

(4) Comprehend emerging concepts that impact the joint warfighter.

(5) Comprehend joint operational art.

(6) Comprehend how joint, Service, and multinational information operations, command and control, and battlespace awareness are integrated in support of theater strategies.

d. LA 4 – Defense Acquisition and Resourcing

(1) Comprehend the PPBES.

(2) Comprehend the impact of defense acquisition programs and policies and their implications for enhancing our joint military capabilities.

(3) Comprehend the appropriation and authorization process.

ENCLOSURE F

REFERENCES

- a. Title 10, USC, section 153
- b. Title 10, USC, section 663
- c. DOD Directive 5230.9, 9 April 1996, "Clearance of DOD Information for Public Release"
- d. CJCS Instruction 1801.01, (updated through the Joint Electronic Library), "National Defense University Education Policy"
- e. CJCS Manual 3500.04, (updated through the Joint Electronic Library), "Universal Joint Task List (UJTL)"
- f. Joint Publication 1, 14 November 2000, "Joint Warfare of the Armed Forces of the United States"
- i. Joint Publication 1-02, (updated through the Joint Electronic Library), "Department of Defense Dictionary of Military and Associated Terms"
- j. Joint Publication 3.0, (updated through the Joint Electronic Library), "Doctrine for Joint Operations"
- k. Training Transformation Planning Guidance, March 2002
- l. Capstone Concept for Joint Operations, Version 2.0, August 2005

(INTENTIONALLY BLANK)

GLOSSARY

ABBREVIATIONS AND ACRONYMS

ADCON	administrative control
CCJO	Capstone Concept for Joint Operations
CJCS	Chairman of the Joint Chiefs of Staff
COCOM	combatant command (command authority)
CS	civil support
CSEL	command senior enlisted leader
DDJS-ME	Deputy Director, Joint Staff, for Military Education
DJ-7	Director for Operational Plans and Joint Force Development, Joint Staff
DOD	Department of Defense
EJPME	Enlisted Joint Professional Military Education
EMERC	Enlisted Military Education Review Council
EPME	Enlisted Professional Military Education
EPMEP	Enlisted Professional Military Education Policy
G/FO	general/flag officer
HLD	homeland defense
IAW	in accordance with
JLA	joint learning area
JLO	joint learning objective
JOPES	Joint Operations Planning and Execution System
JPME	Joint Professional Military Education
J-7	Directorate for Operational Plans and Joint Force Development, Joint Staff
LA	learning area
MOS	military occupational skill
NCO	non-commissioned officer
NDU	National Defense University
OPCON	operational control
OSD	Office of the Secretary of Defense

PME	professional military education
PPBES	Planning, Programming, Budgeting and Execution System
SE	senior enlisted
SEL	senior enlisted leader
SESC	Senior Executive Steering Committee
SSEL	service senior enlisted leaders
USJFCOM	US Joint Forces Command

PART II

TERMS AND DEFINITIONS

ability. Power to perform an act, either innate or as the result of learning and practice.

attribute. A quality or characteristic distinctive feature.

command senior enlisted leader. Individual in the pay grade of E-9 who is serving as the senior enlisted leader in a general or flag officer command.

Enlisted Military Education Review Council (EMERC). An advisory body to the Deputy Director, Joint Staff, for Military Education on enlisted joint education issues, consisting of the EMERC Principals, a supporting EMERC Working Group, and the Joint Forces Staff College program manager for the senior enlisted leader joint professional military education course. The purpose of the EMERC is to address key educational issues of interest to the enlisted joint education community, promote cooperation and collaboration among the EMERC member institutions, and coordinate enlisted joint education initiatives.

enlisted joint professional military education (EJPME). A CJCS-approved body of objectives, policies, and procedures supporting the educational requirements for enlisted personnel.

Enlisted Military Education Review Council (EMERC) Principals. The EMERC Principals are: Deputy Director, Joint Staff, for Military Education; the Command Sergeant Major, US Army Training and Doctrine Command; Force Master Chief, Naval Education and Training Command; Command Chief Master Sergeant, Air Education and Training Command; Sergeant Major, US Marine Corps Combat Development Command; Sergeant Major, National Defense University; and Command Sergeant Major, USJFCOM.

Enlisted Military Education Review Council (EMERC) Working Group. A working group comprised of representatives of the EMERC Principals. The working group is chaired by the Chief, Joint Education Branch, J-7. Their primary function is coordination of EMERC agenda items.

individual joint training. Training that prepares individuals to perform duties in joint organizations (e.g., specific staff positions or functions) or to operate uniquely joint systems (e.g., joint intelligence support systems). Individual joint training can be conducted by the Office of the

Secretary of Defense, the Joint Staff, combatant commands, Services, reserve forces, National Guard, or combat support agencies. (*Joint Training Policy*)

joint training. Military training based on joint doctrine or joint tactics, techniques and procedures (TTP) to prepare individuals, joint commanders, a joint staff, and joint forces to respond to strategic and operational requirements deemed necessary by combatant commanders to execute their assigned missions. Joint training involves: forces of two or more Military Departments interacting with a combatant commander or subordinate joint force commander; joint forces and/or joint staffs; and/or individuals preparing to serve on a joint staff or in a joint organization. It is conducted using joint doctrine or TTP. (*Joint Training Policy*)

professional military education (PME). PME conveys the broad body of knowledge and develops the habits of mind that are essential to the military professional's expertise in the art and science of war.

Senior Executive Steering Committee (SESC). An executive-level committee comprised of the Sergeant Major of the Army, Sergeant Major of the Marine Corps, Master Chief Petty Officer of the Navy, Chief Master Sergeant of the Air Force, the Senior Enlisted Advisor to the Chairman, and the Command Sergeant Major of USJFCOM. The SESC provides strategic insights to the Enlisted Military Education Review Council.

senior enlisted. Enlisted personnel typically in pay grades E-7 through E-9.

validation. An assessment of a Service's enlisted joint professional military education program. The aim of a validation assessment is to determine whether the Service is implementing an acceptable program in accordance with the requirements outlined in policy guidance.